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ABSTRACT

With funding from a $5.7 million state grant, Jersey City State College (New Jersey) undertook a comprehensive plan to become the premier cooperative education school in the state by offering inner-city, nontraditional students a program integrating an applied learning experience in all academic disciplines and expanded professional placement. The six major program components include: (1) faculty preparation and development; (2) curriculum revision; (3) support services; (4) outreach, including fund raising and recruitment; (5) renovation of existing facilities and construction of a dormitory; and (6) data collection and program evaluation. The report describes the program's development and organization, and chronicles the evaluation process and its results. Also included is information on the College advertising plan, the development of a management information system, and student outcomes. Observations are made on the accomplishment of program objectives, and some recommendations for improvement are offered. Appendixes cover administrative structure, sequence of activities, and the outside review panel report. (MSE)

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SUMMARY EVALUATION
GOVERNOR'S CHALLENGE GRANT
1985—1988

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SUMMARY REPORT
GOVERNOR'S CHALLENGE GRANT
1985-1988

JERSEY CITY STATE COLLEGE

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INTRODUCTION

Beginning in September of 1985, Jersey City State College, with funding from a $5.7 million Governor's Challenge Grant, embarked on a comprehensive plan to become the premier cooperative education school in the State. The primary goal was to achieve distinction on the state and national levels through demonstration of a model for serving the inner-city, non-traditional student through cooperative education. The model called for the integration of an applied learning experience into all academic disciplines and the expansion of professional placements, such that, every student could select a placement in an area related to his/her chosen career path.

In planning the transition, the College identified the following elements of what excellence means for a comprehensive cooperative education program:

- Excellence is a strong faculty, involved in the program, rewarded for their work, and integral to the fabric of the institution.
- Excellence is a strong liberal arts program as preparation for career development.
- Excellence is a program which offers the maximum number of options to the students, making diverse learning experiences possible.
- Excellence is a program which guarantees quality placements.
- Excellence is a curriculum which is custom-tailored,

discipline-specific, and based on the most recent research.

- Excellence is a program which can financially support the outstanding students which it draws.
- Excellence is a strong match between the planned program and the goals and needs of the community.
- Excellence is a program which is comprehensive, begins early in the student's career, and can be completed within the traditional four year time span.

The above indicators of excellence were used as the base for the development of the specific goals for each of the following six major components which made up the actual implementation of the plan.

I. Faculty Preparation and Development

1. To make the total college community aware of what it means to be a co-op college.
2. To train faculty to supervise students in their field placements.
3. To train faculty to teach a new course, "Career Dimensions," required of all regularly admitted students during their freshman year.

II. Curricular Revisions

1. Hire four visiting professors with extensive experience in cooperative education to work with the regular faculty.
2. Develop a career orientation course, "Career Dimensions."
3. To have each department define an acceptable co-op experience for their majors.
4. Develop department seminars for students out in the field.

5. Revise all major courses to include work-related topics.

III. Support Services

1. Hire support service personnel.

A) Job Developers (7)

B) Career Counselers (6)

C) Assistant Director

D) Secretaries (4)

2. Expand the number of possible employment sites and placements.

Goal for 1985-86 - 200 (actual 206)

Goal for 1986-87 - 450 (actual 463)

Goal for 1987-88 - 600 (actual 743)

3. Develop a coordinated career counseling and advisement system.

IV. Outreach

1. Hire support personnel.

A) Media specialist

B) Graphic artist

2. Produce print and non-print materials

A) print

a) recruitment brochures and posters

b) co-op education newsletter

c) advertising copy for publications and billboards

B) non-print

a) video tape

b) radio commercials

c) TV commercials

3. Conduct fund raising campaign for Co-op scholarships

   Goal for 1985-86 - $125,000 (actual, $157,000)

   Goal for 1986-87 - $125,000 (actual, $96,500)

   Goal for 1987-88 - $125,000 (actual, $36,000)

4. Expand student recruitment outside of the traditional service area.

5. Develop articulated programs with area high schools and community colleges.

6. Develop international co-op placements.

V. Construction

1. Renovate existing facility for the Career Development Center and Co-op Conference Center.

2. Build a 100 bed co-op dormitory.

VI. Evaluation

1. Develop a computer-based management and data collection system.

2. Design and conduct a formative evaluation of the grant activities.

3. Design and conduct a summative evaluation of the grant activities.

FACULTY DEVELOPMENT

Faculty development activities during the three years of the project were designed to reach the faculty of the college as a whole as well those members directly engaged in Cooperative Education. The goals were to increase the awareness of the faculty about Cooperative Education, to engage faculty in a series of learning experiences that would enable them to carry out the many planning and implementation activities from a position of solid information and informed attitudes. It was essential that faculty be prepared to teach a well-designed and effective course, Career Dimensions, and that they be prepared to consider and plan for the impact of Co-op on the curricula of the various academic departments' programs.

A series of meetings were held in the first year of the project. The first meeting was President Maxwell's introduction of the project in September of 1985, followed by several presentations on Cooperative Education with speakers from other cooperative education colleges. These were designed to give JCSC faculty an overview of Co-op and its potentials. In addition, a series of reports to the All-College Senate were made, the purpose of which was to inform the college community as a whole about the JCSC Cooperative Education plans.

For those faculty who were interested in playing a direct role in the project, an intensive, off-campus training program was designed by the National Commission for Cooperative Education and offered three times each year during the three years of the

project. Faculty members, in groups of fifteen, traveled to Boston and participated in a series of meetings over a three-day period in which they heard about the experiences of faculty and administrators from Northeastern University and other schools with Co-op programs. The programs were directed to the various aspects of Cooperative Education, e.g., philosophical base, faculty development, career planning, job development, etc. In their evaluations of the training experiences in Boston, faculty were in strong agreement on the value of a retreat environment in which they could focus attention on learning without the distractions of their usual responsibilities. They said that they learned a great deal about the potentials for co-op programs and about the resources of JCSC as they became acquainted with faculty with whom they did not usually interact. Many faculty were pleased with the cross-fertilization in ideas as members joined in discussions. Generally, each group returned from the Boston training experience informed and eager to move into action. Some were impatient with the phase-in nature of the program and found themselves frustrated because they needed to wait to begin direct work with the project, as it unfolded on its defined time schedule.

One training aspect that led directly to faculty action was the program developed for faculty who taught in Career Dimensions course sections. Following the development of the curriculum during the 1985-86 year, faculty who were self-selected candidates to teach the course when it was first offered in September, 1986, met for a series of workshops in June. The meetings were

organized to give faculty information on the content areas of the course and resource people, both consultants and JCSC career development specialists, presented information and led discussions. Faculty participants were eager to identify resources that could effectively be used with students, as well as to learn about the techniques for researching careers, strategies for self-evaluation, and integrating career planning with student's overall life expectations. The first group of faculty relied on suggestions of "experts" since they did not yet have a body of experiences with the course that could guide them in their planning. As a result of the training workshops, a panel of faculty from a variety of disciplines was prepared to begin to teach the course in the fall of 1986. More faculty than were needed volunteered and participated in the training.

While they were teaching Career Dimensions, faculty agreed to meet regularly, usually every other week, to discuss their progress and to share problems and ideas for solutions. They developed some assignments which were shared and they discussed ways of providing joint experiences for their classes. These ongoing meetings were an excellent forum through which a coterie of experienced and skilled teachers was formed for the Career Dimensions course.

As the group of experienced faculty grew over the semesters, it became a resource for training and orienting new faculty during the final day of the training workshops series. The collegial atmosphere generated in the group as a whole provided substantial support for the new faculty and a measure of

well-earned recognition for the experienced faculty.

Overall, the faculty became knowledgeable about Cooperative Education through the various awareness and training activities. The faculty enthusiasm for Career Dimensions, based on their experiences and on positive student feedback, made a positive contribution to the campus' responsiveness to the program. When faculty saw that students gained in skills and knowledge and had increased motivation for college, they tended to become advocates for Co-op and to play a continuing or expanding personal role in the program.

INFUSION OF CO-OP INTO THE CURRICULUM

Curriculum development activities began promptly during the first semester of the Cooperative Education project with the formation of a faculty committee charged with the development of the Career Dimensions, originally conceived as a work orientation, course. That committee worked intently, meeting on a weekly basis for several months, and produced an extensive draft of the course outline in the spring semester which included a mission statement, objectives, course content with allocations of time to be spent on each, a bibliography and a list of audio-visual resources. This served as the basis for faculty's preparation for teaching the course in September 1986, and it was revised to reflect faculty experience. The revised course has a somewhat reduced scope, thereby yielding a more sharply focused syllabus for the course that introduced students to Cooperative Education and career choices.

While this intense preparation was in progress for the first cohort of students who would begin in the Co-op project, other efforts were being made to prepare for students' progress through the rest of their college study. Each department, during the first year of the project, considered how the co-op experience could be defined within its major, and how courses might be revised to include topics related to career planning, career opportunities, career-related skill and knowledge development and so on. Proposals were considered within departments and ideas were forwarded to a college-wide committee for discussion. Areas

that needed additional consideration were identified and work was continued into the second year of the project.

Among the departments there were wide differences in experience with cooperative education. Some departments had historically participated heavily in the existing program and in those departments it was typical for most majors to have had a co-op experience, while others faced the challenge of having no history of experience. The various departments worked on their infusion statements in a variety of ways. Some had large committees which met frequently to draft a document for the faculty's review and ultimate approval, while others had smaller work groups. Regardless of the strategy used for developing the departmental infusion statement, there was a general tone of faculty optimism, along with concerns about providing quality learning experiences for students. Some faculty expressed concerns that the college experience might become too technically oriented, while others clearly saw ways in which the liberal arts experiences of students could be enhanced through the opportunities provided for application of skills and knowledge through cooperative education.

Each department's final proposal for course and program modification was aided by the input from the four on-site visiting faculty members specifically charged with assisting in this process. The visiting faculty worked with departments according to their own areas of expertise and dealt with specific implementation plans. They served to increase communication around some key issues and helped faculty to resolve problems

which had formerly seemed very complex. The revised course syllabi that were written in the various departments were sent to the Deans prior to the end of the second year of the project.

Departments have tried to find ways of linking study in general education and the major with the co-op experience. Among the project components which served to provide linkages were: assignment advisement responsibilities for students prior to entering their major to career development counselors; introducing students in the Career Dimensions to the job placement officer who will later place them in a co-op assignment; and increasing faculty information about opportunities inherent in co-op placements related to their discipline.

It is most important overall to note the curricular vitality that has been associated with the Cooperative Education project. Each department has engaged in substantial consideration of its offerings and has been faced with reconsidering the specific learning opportunities that had been part of its major, to determine how the job placement opportunities of co-op could enhance students' learning. This effort has raised many significant pedagogical issues and has led to searching discussion and mindful decision making. There is ample evidence that the faculty were enthusiastic about the potentials of co-op early in the project. At this point, many of the early questions have been answered and early issues resolved. There is continuing exploration which is aimed at determining the most advantageous curricular arrangements to meet students' needs with cooperative education.

EVALUATION OF THE
CAREER DIMENSIONS COURSE
1986-1988

A key component of the program is the Career Dimensions course. This course was developed by faculty in the spring of 1986 and faculty teaching the course participated in summer training workshops. Faculty volunteered to teach the course and met regularly during the semester they were teaching the course. This pattern of volunteering, workshop training, and meeting during the semester of teaching the course has continued each semester, beginning with the fall of 1986, and continuing during spring 1987, fall 1987, spring 1988, and fall of 1988.

At the same time that the course was developed and the initial faculty group trained, an evaluation questionnaire was developed. The Career Dimensions Questionnaire has been given to students at the beginning of each semester's course and again at the end of the course. There have been a total of five pre- and post-course administrations of the questionnaire. The results of the analysis of the student responses have been reported annually, 1986-1987 and 1987-88, and for the fall of 1988. These interim reports have provided detailed responses to each question so that the course faculty could use the information in course planning. This section presents a final report over the three-year period, examining the course from two perspectives: student outcomes in the general area of career development goals; and evaluation of the course activities and outcomes by students. Both student outcomes and the course evaluation by students are

assessed by the Career Dimensions Questionnaire. Open-ended questions on the course questionnaire also provided data that supported the findings reported below for the questionnaire responses.

I. Student outcomes in the career development areas

The Career Dimensions course provides a focus on work experiences and career development that is foundational to the cooperative education program. The goals are to assist students in the career decision making process, including increasing the certainty with which they view their career choices and their feelings of self-efficacy in areas related to career decision making, e.g., categories such as self-appraisal, occupational information, goal selection, planning and problem solving. These goals were examined in three areas: student perceptions of the career decision process; student certainty of current career choice; and student feelings of self-efficacy.

1. Perceptions of the career decision process. The majority of items to assess shifts in student feelings about the process of choosing an occupation show change in the predicted direction. Large shifts in each semester (decreases in agreement with the statements) were found for items such as: The business of choosing an occupation is very confusing and I don't know where to begin, and, I need to know much more about occupational opportunities and requirements. Thus students were indicating that they knew much more about how to choose occupations and about how to seek information on specific occupations.

2. Certainty of career choice. Similarly, questions that

were intended to elicit feelings of certainty about career choice also showed improvement in the expected directions, with students gaining confidence that they know the steps to take to reach their career goals and to make career related decisions.

3. Feelings of self-efficacy. Another goal of the Career Dimensions course is the provision of information and activities that will increase self-efficacy expectations: A student's beliefs concerning her or his ability to successfully perform a given task or behavior, for example, choosing a career or a college major. Student ratings of self-efficacy indicated that almost all of the items showed shifts toward more confidence. For example, Confidence to select one occupation, Confidence to determine the steps to successfully complete the major, and Confidence to figure out what you are and are not ready to sacrifice to achieve your career goals, were all items that had higher ratings on the post-test than on the pre-test questionnaires.

II. Student evaluation of the Career Dimensions course.

Each semester students provided formative evaluation to the course faculty by rating statements of the course activities and intended outcomes. These data are not summarized here, since they were primarily intended for the purposes of course revision and improvement. The overall ratings of the course are of interest, however, since in each semester a majority of students thought that Career Dimensions should remain a required course.

In summary, over the semesters in which the Career Dimensions course has been evaluated, the results indicate that the

course provided information and activities students found useful. The course had the effect of reducing their sense of confusion about careers and occupations and increasing their feelings of confidence in making choices and finding their way through the college years and into occupations of interest to them. The course can be judged a valuable part of the Cooperative Education Program at Jersey City State College.

CAREER DEVELOPMENT CENTER

In September of 1988 the new Career Development Center opened. The Center, under the leadership of the Director of Career Planning and Placement, houses the offices of the Director of Cooperative Education and seven job developers/placement counselors, the Assistant Director for Academic Advising/Career Counseling and seven advisors/career counselors. The Center also contains a career library, three seminar rooms, a large room seating 200 people, dining facilities for conferences, and media production facilities.

The housing of all of these services in one facility in the center of campus allows for greater visibility and coordination. New students are advised by an academic advisor/career counselor before the semester begins and are made aware of the available services. In addition, all new students must enroll in the Career Dimensions course during their first year at the College. The primary purpose of the course is to begin the process of self-assessment for career planning. A part of this process includes the assignment of a job developer/placement counselor to each section of the course. This person meets with each student individually and establishes a career file into which are placed the results from the career preference inventories, notes of possible career choices and related co-op placements, and the identification of a possible major. Thus, from the time the student first enters the College, he/she is in contact with the Career Development Center. The student is advised by a member of

the Center staff until he/she is accepted into a major program at which time a faculty member from the department takes over the advising. Also, the job developer/placement counselor who originally interviewed the student will be the person who will place the student in his/her co-op assignment. In addition, the job developers/placement counselors conduct regular seminars, on a weekly basis, on such issues as resume writing and interview techniques. Students attend these on their own time and a record of this is placed in their career counseling file.

The centralization of career services and the involvement of students in career decision-making right from the beginning of their college education has proven to be a positive factor in retention. Also, this arrangement of services along with the revisions in the curriculum of the major programs has made Cooperative Education the primary thrust of the College.

CONSTRUCTION OF NEW FACILITIES

During the past ten years, Jersey City State College has functioned more locally than the other state colleges because it has lacked a residential facility. Thus, student applicants from other parts of the state could not be served. In order for the College to make the Cooperative Education program available to students from all parts of New Jersey, the College planned on building a combination dormitory and business and industry conference center.

The original proposal called for the construction of a new building which would contain a co-op conference center and offices, and a 120 bed dormitory. The estimated cost was $4 million, with $2 million coming from the Challenge Grant, and $2 million from a bond issue. In the fall of 1985, the College requested proposals from five architectural firms. It became obvious that the actual cost of a new building as originally envisioned would be approximately $6 million.

Given the increased costs, the original proposal was changed to include a separate 100 bed dormitory and the renovation of an existing space on campus to include the Cooperative Education offices and a Conference Center. The final cost of this plan was $4,757,000. The Career Development Center (Cooperative Education offices and Conference Center) opened in September of 1988. The Cooperative Education Dormitory was completed in November, 1988 with students taking up residence in January, 1989.

ADVERTISING CAMPAIGN

Prior to the awarding of the Challenge Grant, the College's advertising campaigns had been limited to print ads in local newspapers, billboards, and a small amount of radio advertising. However, if the College was going to be recognized by the public as the premier co-op school of New Jersey, this message would have to be packaged in a variety of formats and disseminated across the State. Thus, in the fall of 1985, the College developed a comprehensive media plan designed to define the new direction of the College. This plan included the development of coordinated print materials, both brochures and advertising, and extensive non-print materials which included radio and television advertising. In addition, because the College has strong departments in both art and media and an experienced publications office, the decision was made to have all of the materials designed and produced by the faculty and staff of the College.

The most significant new venture for the College was the production and airing of television commercials. Over the past three years, the College has produced four commercials in both a 30 second and a 60 second format. The first commercial aired on July 4, 1986 on network television on The Today Show and had a theme which was consistent with the July 4th celebrations. In addition to limited advertising on network television, the College has focused mostly on local and state-wide cable networks. The primary emphasis has been a cable program which broadcast high school football and basketball games.

In both the fall of 1987 and 1988, the College has distributed questionnaires to incoming students in an attempt to ascertain the effect of broadcast media in influencing students to apply to the College. Over the past two years, one-third of all incoming students have either seen or heard one of our commercials and have stated that this influenced their decision to attend the College. In addition, the College has done an image study at the New Jersey Education Association Conference in November of 1986, 1987, and 1988. The primary purpose of this was to ascertain if we were being perceived as the Co-op School of New Jersey. These studies indicate that the image of the College has changed and greater numbers of people do recognize the College as being a co-op school.

Because of the positive responses we received from the television advertising, the College intends to continue with this after the Challenge Grant ends and is in the process of finalizing a new television commercial which will be aired beginning in March, 1989.

DEVELOPMENT OF A MANAGEMENT INFORMATION SYSTEM

In order to meet the operational needs of the Co-op Program and to produce timely reports, a comprehensive Co-op Information System was constructed. The system was developed using FOCUS, a fourth-generation data base management system. Consequently, it is possible to create, maintain, and update appropriate files, to access relevant student and employer information and to produce comprehensive reports at all Program stages.

To ensure the design of a system that would contain all relevant data elements in their appropriate relationships, the Computer Center staff developed the system requirements in association with Institutional Research and Cooperative Education staff. Initially, all Program components were reviewed, and the data elements were defined. The Co-op employer data base and the Co-op student data base were constructed to satisfy the operational and reporting needs of the Program.

The employer data base contains comprehensive employer and job-specification records; the student data base, pertinent academic and job-placement records. Both data bases augment the information in the existing College student data base system. This latter system contains demographic data, financial information, high school summary records, standardized test scores, as well as updated information to indicate the students' enrollment status, academic major, grade point average, and graduation date.

The Co-op Information System permits the user to update pertinent student and employer data and to create various

reports. An overview of system components and user procedures follows.

Employer Information

DATA ENTRY

Four options are available on the EMPLOYER INFORMATION side for data entry regarding employers, job contacts, job requisitions, and student interviews.

DATA RETRIEVAL

Seven types of reports are available on the menu.

A. EMPLOYER CODE LISTING - Employers are listed in alphabetical order. Report includes employer code, contact date, phone number of contact, and name of job developer who made contact.

OPTION
1. Print report on terminal or printer
2. All employers
3. Specific employer
4. Character string

B. EMPLOYER DIRECTORY - Report provides an alphabetical listing of employers with name, address, employer code, name of person contacted, and phone number.

OPTION
1. Print report on terminal or printer
2. All employers
3. Specific employer
4. Character string

C. EMPLOYER CONTACT TRACKING - Report provides name and address of employer, employer code, type of contact (phone, mail, on-site) and comments re: particular contact.

Sorted by job developer, date, employer.

OPTION 1. Print report on terminal or printer

2. Report for all job developers

3. Report for a specific job developer

4. Report for a specific time period

D. EMPLOYER CONTACT SUMMARY - Report provides name and address of employer, employer code, type of contact (phone, mail, on-site) and comments.

OPTION 1. Print report on terminal or printer

2. All job developers

3. A specific job developer

4. A specific time period

E. JOB REQUISITION LISTING - Report lists open positions by requisition code. It includes name of job developer, description of job, requirements, and date job is available.

OPTION 1. Print report on terminal or printer

2. Semester in which job is available

F. INTERVIEWS TRACKING - Report lists interviews 1-3 and interview dates sorted by employer.

OPTION 1. Print report on terminal or printer

2. A specific time period

G. EMPLOYER HISTORY - Report lists employers in alphabetical order. It includes address, employer code, job requisition number, position, salary and date of employment per job requisition number.

OPTION 1. Print report on terminal or printer

2. Semester in which placements occurred

Student Information

DATA ENTRY

Two options are available on the STUDENT INFORMATION side for data entry regarding student application and student assignment (placement).

DATA RETRIEVAL

Five types of reports are available on the menu.

A. CO-OP STUDENT - Report provides alphabetical list of co-op applicants (not the student body). The information is derived from the data entered on the STUDENT APPLICATION (OPTION 1 on the STUDENT menu), and cross-referencing the main STUDENT file.

   OPTION 1. Print report on terminal or printer

B. STUDENT INFORMATION - Report provides general information for a particular student selected via social security number. (Name, address, phone number, majors, GPA, and accumulated credits).

   OPTION 1. Information is accessible only on the terminal. User enters social security of student to access above information.

C. STUDENTS BY MAJOR - Report provides an alphabetical list of students in requested major(s) by major. Printout includes pertinent student information.

   OPTION 1. Print report on terminal or printer
   2. Choice of major or majors

D. STUDENT PLACEMENT LISTING - Report lists students in alphabetical order by county of employer, with employer name,

earnings, and position. Number of placements per county is included.

OPTION 1. Print report on terminal or printer

2. Choice of semester of placements

E. STUDENT PLACEMENT SUMMARY - Report provides statistics per ethnic groups, sex, and college majors of student placement per semester.

OPTION 1. Print report on terminal or printer

2. Choice of semester of placements

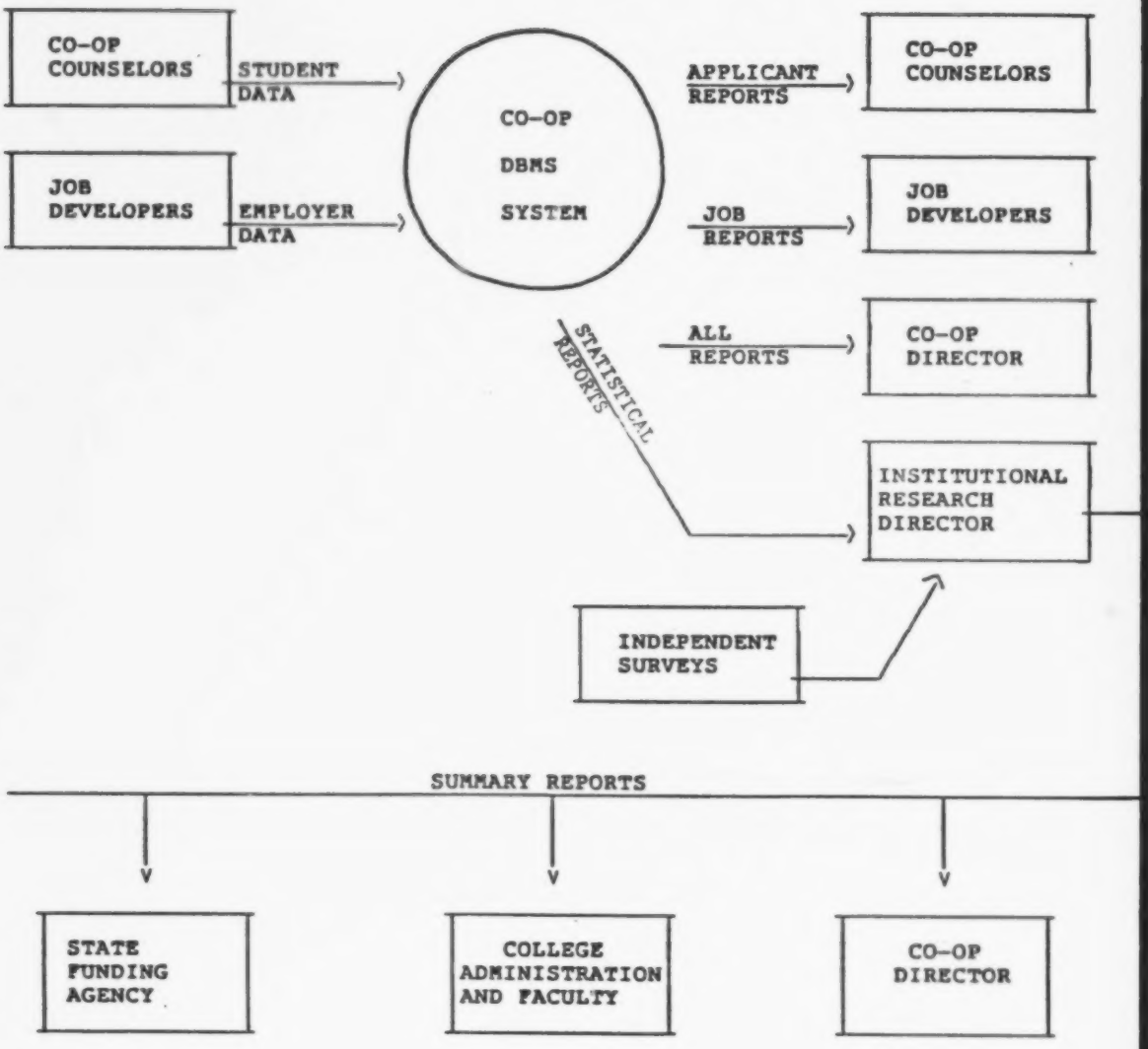


FIGURE 1

CO-OP INFORMATION SYSTEM

SUMMARY OF STUDENT OUTCOME DATA

Overview

Evaluation procedures were implemented to determine if the eight Program objectives have been met. Pertinent issues in the development of an appropriate evaluation model were addressed. In order to assess change over a three-year period, outcome data have been provided for two groups of students, i.e., "target groups" who were served each year under the grant, and baseline "comparison groups" who enrolled at the College in previous years. Further, studies have been conducted to assess the effectiveness of Co-op outreach activities. Additional outcome data, with respect to employer ratings and student performance in the Co-op Program, have also been provided as further measures of Program effectiveness.

A detailed description of the evaluation procedures and outcome data has been presented in the Institutional Research documents:

An Evaluation of the Cooperative Education Program: System Development, Student Characteristics, Job Placements, and Outcome Data.

Two-Year Assessment: 1986-87; 1987-88 (Lyons, July 1988);

An Image-Assessment Study of the Education Constituency: Two-Year Follow-up (Lyons, December 1988);

Outcomes of the Grant-Funded Cooperative Education Program: System Development and Summative Evaluation Data.

Third-Year Assessment (Lyons, February 1989).

Findings in the above areas are summarized as follows.

Objective 1: Enrollment

Recent geographic distributions were compared with those of previous years to determine if the College has enrolled a greater proportion of freshmen from areas outside Hudson County, the traditional service area. Results showed that, during the second and third years of the grant-funded Co-op Program, smaller proportions of full-time freshmen were local residents; greater proportions, out-of-county residents. With the availability of newly constructed dormitory facilities which were ready for occupancy in January 1989, it is anticipated that an even greater number of out-of-county students will enroll at the College in subsequent years.

Objective 2: Retention

Retention data for recent freshman entrants were compared with those of previous freshman groups to assess improvement in student retention. Findings showed that retention rates for the target groups were not substantially higher than for previous freshman groups. In view of the fact that retention, particularly for the urban college population, is a multidimensional issue, it is likely that the full impact of the Co-op Program on retention will be greater in subsequent academic years.

Objective 3: Non-traditional Students

Students were considered to be non-traditional if they were enrolled on a part-time basis or were 26 years of age or older. The distribution of recent freshmen by age and enrollment status was compared with the distribution in previous years to assess

change in non-traditional student enrollment. Results showed that in the third grant-funded year, there was an increase in the part-time freshman enrollment and in the proportion of part-time freshmen over age 25. These findings show that there has been an increase in non-traditional enrollments at the College during the grant-funded period.

Objective 4: Academic Performance

The grade point average (GPA) distribution for recent freshmen was compared with the GPA distribution of previous freshman groups to assess improvement in academic performance. Findings indicated that the academic performance of full-time freshmen improved substantially during their second and third years at the College. These gains over time surpassed those of previous freshman comparison groups.

Objective 5: Academic Index

The academic index is a weighted score derived from Scholastic Aptitude Test (SAT) scores and high school class rank. The academic index is computed annually for each fall semester class of full-time regular freshman students. Data compiled by the Admissions Office showed that the academic index has increased each year subsequent to the Co-op baseline year. These gains provide evidence that the academic index objective has been met for the grant-funded years.

Objective 6: Employer Portfolio

The Cooperative Education Office has maintained records of job placements that were made each semester. Placements in recent academic years were compared with those in the baseline

year to determine whether the College has expanded its employer portfolio by 200 new placements each year. Results showed that the number of Co-op job placements increased, from 206 in 1985-86, to 463 in 1986-87, to 743 in 1987-88. Although it was not feasible to assess all 1988-89 job placement records at the time this report was prepared, previous records provide evidence to indicate that the employer portfolio objective was met for the first two grant-funded academic years.

Objective 7: Graduation Follow-Up

Follow-up measures have been implemented by the Office of Career Planning and Placement to assess post-graduate activities. Employment records for recent graduates were compared with those of previous baccalaureate degree recipients to assess post-graduate success. Follow-up data indicated that the vast majority of all recent graduates were employed. However, there was an increase in the proportion of Co-op participants who reported their job to be highly related to the academic major. With expanded Program participation for future graduates, it is likely that the Co-op Program will enhance post-graduate success to an even greater extent in subsequent years.

Objective 8: Image of the College

Annual surveys of the New Jersey education constituency have been conducted to obtain image-assessment measures over time. Additionally, surveys of entering freshman groups have been conducted annually to assess the effect of media advertisements on the students' decisions to enroll at the College. In this latter regard, Co-op media advertisements have had an increas-

ingly favorable effect on student decisions to attend Jersey City State College. With regard to the image-assessment studies, comparative data showed favorable change over the three-year period. An increase in the proportion of educators who reported a familiarity with the College and with advertisements placed in electronic media has been observed. Further, the ratings assigned to various aspects of undergraduate education at the College have been increasingly favorable over time. These findings provide evidence to indicate the positive impact of Co-op outreach activities on Freshman students as well as the New Jersey education constituency.

Summative Evaluation Objectives: Outcome Data Summary

Outcome data have been provided to reveal whether the eight summative evaluation objectives have been met for the grant-funded academic years. As reported, enrollments of non-traditional students and enrollments from outside the traditional service area have increased; the academic performance of full-time students has improved substantially during their second and third years at the College; the academic index has improved each year subsequent to the baseline year; the employer portfolio has expanded from 206 in the baseline year, to 463 and 743 the following years. Further, post-baccalaureate data indicated that the vast majority of recent graduates were employed, an increasingly greater proportion of Co-op participants, in fields related to the academic major. Image-assessment studies of student and community groups showed that overall attitudes toward the College and the Co-op Program have become increasingly favorable over

time. Data in these areas provide evidence to show that objectives one, three, four, five, six, seven and eight were met during the grant-funded academic years.

With regard to objective two, retention, substantial gains have not yet been demonstrated. However, in view of the fact that all other Program objectives have been met, and that retention, particularly for an urban college population, is a multidimensional issue, it is likely that the full impact of the Co-op Program on retention will be demonstrated in subsequent academic years.

Additional Outcome Indicators: Student Performance, Employer Ratings

Grades awarded in the academic and job components of the Co-op Program were compiled for the grant-funded years. Results in these areas indicated that nearly all Co-op participants received a passing grade in the academic component; the majority earned grades of A or B. Further, nearly all students received a passing grade under the pass/fail grading system of the job component. These findings clearly show that academic outcomes for students enrolled in Co-op were most favorable.

Additionally, the Director of Cooperative Education has developed an instrument to assess the job performance of the Co-op students during the three grant-funded years. The instrument was distributed to all participating Co-op employers; 89% completed the job-assessment measure. Results showed that nearly all the student participants received favorable ratings for attendance and punctuality. Further, more than four-fifths

received high ratings for dependability, interest, interpersonal skills, job-related skills, and quality of work. More than nine-tenths received overall job-performance ratings in the above-average categories.

In addition to the objective items, one open-ended item was included in the job-performance measure. Many of the employers completed this item and commented on various aspects of the Co-op job experience. Following is a sampling of employer comments, reported verbatim.

> "(The student)...has proven himself not only to be diligent and hard-working but also a definite asset to the company...."
> Art Major
> Spring 1987

> "(The student) is a very hard working, sincere person. ... She will go far in this field."
> Art Major
> Fall 1988

> "Thank you for sending her .... she's outstanding."
> Biology Major
> Fall 1987

> "(The student) is an exemplary worker. We have offered him a permanent position with our company upon graduation."
> Business Administration Major
> Summer 1987

> "(The student) is very mature which is evident in her decision making process. She deals very effectively with both the staff and shareholders in resolving problems."
> Business Administration Major
> Fall 1987

"(The student) is well liked by her associates and superiors. She has a very bright future career with our company."
Business Administration Major
Fall 1988

"...Very knowledgeable and interested in learning new things. Very helpful to the students he assists and a valuable asset to me."
Computer Science Major
Fall 1986

"(The student) was impressive in his abilities and enthusiastic in the performance of his duties. He is an outstanding employee."
Computer Science Major
Summer 1988

"(The student) has demonstrated an ability to work exceptionally well with others, an important factor in law enforcement."
Criminal Justice Major
Spring 1988

"During the past two months, (the student) has 'blossomed' into an exceptional addition to our staff. She is exceptionally good at working with difficult clients."
Health Sciences Major
Spring 1988

"It has been a pleasure working with (the student). He has already made a significant contribution to our production...."
Media Arts Major
Summer 1987

"(The student's) future looks very bright in the audio industry. I only wish I had five of him."
Media Arts Major
Summer 1988

"An extremely talented, well adjusted individual...Have only the highest regard for (the student)."
Music Major
Fall 1988

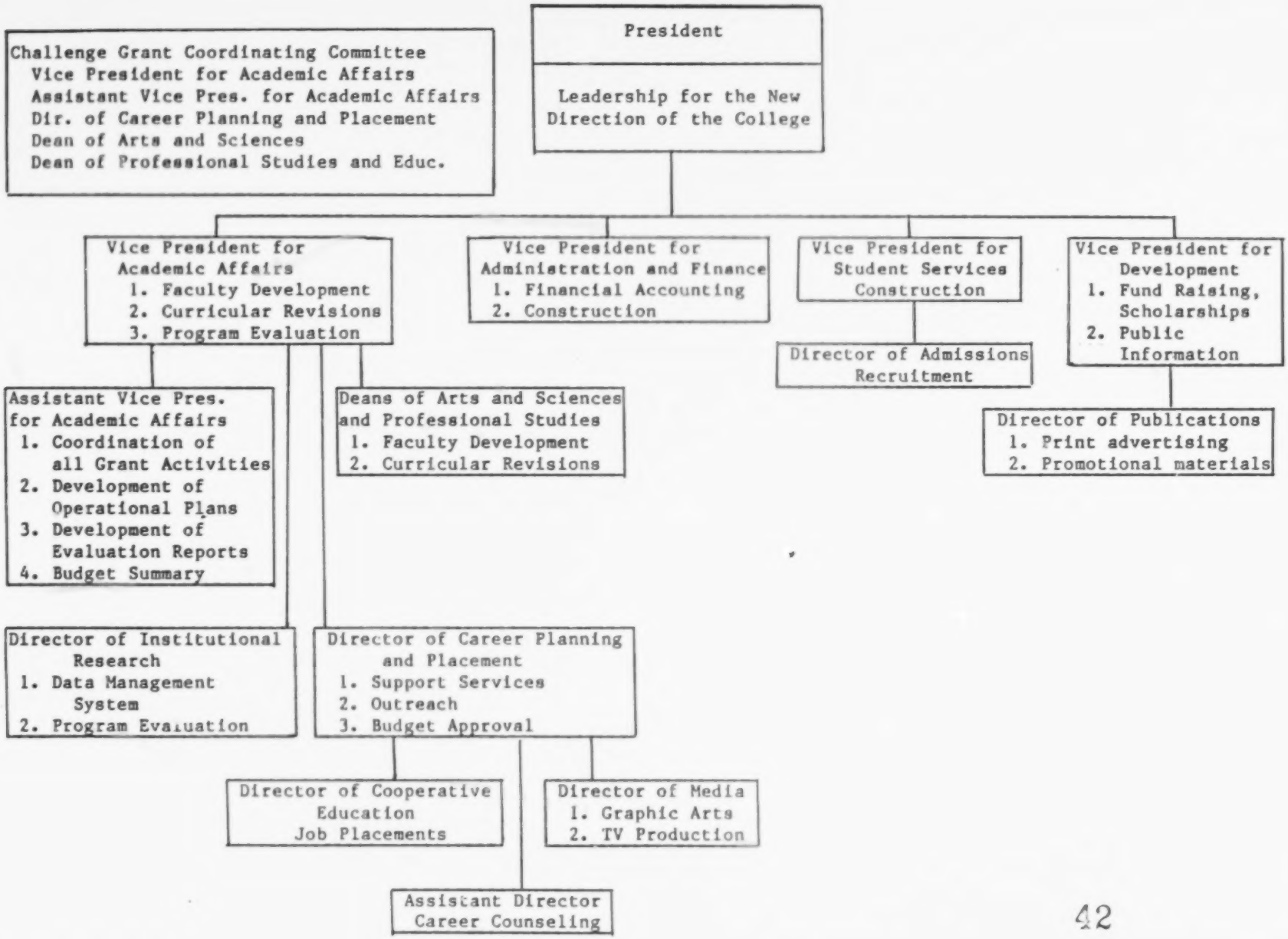
"(The student)...has been very helpful in our work task. It has been a pleasure to work with her, she is an excellent worker."

Psychology Major
Spring 1987

As shown in this section, employer assessments of specific job components and overall job functioning were most favorable. The employers have expressed considerable satisfaction with the job performance of the Co-op participants.

APPENDIX A

ADMINISTRATIVE STRUCTURE FOR GRANT RELATED ACTIVITIES


Challenge Grant Coordinating Committee
Vice President for Academic Affairs
Assistant Vice Pres. for Academic Affairs
Dir. of Career Planning and Placement
Dean of Arts and Sciences
Dean of Professional Studies and Educ.
President
Leadership for the New Direction of the College
Vice President for Academic Affairs
1. Faculty Development
2. Curricular Revisions
3. Program Evaluation
Vice President for Administration and Finance
1. Financial Accounting
2. Construction
Vice President for Student Services Construction
Director of Admissions Recruitment
Vice President for Development
1. Fund Raising, Scholarships
2. Public Information
Director of Publications
1. Print advertising
2. Promotional materials
Assistant Vice Pres. for Academic Affairs
1. Coordination of all Grant Activities
2. Development of Operational Plans
3. Development of Evaluation Reports
4. Budget Summary
Deans of Arts and Sciences and Professional Studies
1. Faculty Development
2. Curricular Revisions
Director of Institutional Research
1. Data Management System
2. Program Evaluation
Director of Career Planning and Placement
1. Support Services
2. Outreach
3. Budget Approval
Director of Cooperative Education Job Placements
Director of Media
1. Graphic Arts
2. TV Production
Assistant Director Career Counseling

APPENDIX B

SEQUENCE OF ACTIVITIES

Sequence of Activities
1985-86

I. Faculty Devlopment

1. Faculty awareness
   - All-College meeting on Co-op, President 9/85
   - Distribution of Co-op materials to faculty 10/85
   - All-College Senate meeting on Co-op, Academic Vice President 11/85
   - Presentations by faculty from other co-op schools 1/86, 2/86, 3/86
   - All-College Senate meeting on co-op, Academic Vice President 5/86
   - Presentations by administrators from other co-op schools 3/86, 6/86

2. Training of faculty to work with students in field placements
   - Development of training package at the National Commission for co-op 10/85
   - Departments meet to discuss co-op supervision . 11/85
   - Faculty visit other co-op colleges 2/86, 3/86
   - Forty-five faculty attend three day workshop in Boston 1/86, 2/86, 3/86

3. Training to teach Career Dimensions
   - Selection of faculty for training 4/86
   - Development of training materials 5/86
   - Conduct one week training program, 12 faculty . . . 6/86

II. Curricular Revisions

1. Hiring of new personnel
   - Develop job descriptions 10/85
   - Advertise positions 1/86
   - Interview and hire 6/86

2. Develop work orientation course, Career Dimensions
   - Form course development committee 11/85
   - Course development 1/86, 2/86, 3/86
   - Course approved by college committees 4/86, 5/86

3. Definition of co-op experience in each major
   - Departments discuss and develop tentative definition 1/86-5/86

4. Development of department seminars
   - Departments develop proposals 1/86-4/86
   - Proposals approved by college committees 5/86

5. Revision of major courses to include career-related topics
   - Departments review course syllabi 1/86-5/86

III. Support Services

1. Hire additional personnel
   - Write job descriptions 10/85
   - Advertise for positions 11/85-1/86
   - Interviews and select people 1/86
   - Persons assume position 2/86
   - Advertise for positions (for next year) 3/86
   - Interview and select people 5/86

2. Portfolio and job placements
   - Goal for 1985-86, 200 placements 3/86-6/86

3. Career Counseling and advising 3/86-6/86

IV. Outreach

1. Hire new personnel
   - Write job descriptions 10/85
   - Advertise for positions 11/85-1/86
   - Interview and select people 1/86
   - Persons assume position 2/86

2. Production of print and non-print materials
   - Co-op Education newsletter 10/85, 4/86
   - Recruitment brochures 12/85, 3/86
   - Advertising copy for publications . . . 1/86, 3/86, 4/86
   - Videotape production 3/86
   - Radio commercials 4/86, 5/86
   - TV commercial 3/86, 4/86, 5/86

3. Scholarship development
   - A) Scholarship Committee
     - College Scholarship Committee establishes guidelines 10/85
     - Mail information to prospective students. .11/85-3/86
     - Review applications, make awards 3/86-6/86
   - B) Fund raising
     - Develop fund raising materials 11/85
     - Personal contact with corporations 12/85-6/86
     - Annual Development Fund Dinner 4/86
     - Annual Co-op Dinner 5/86

4. Student recruitment
   - Review new print and non-print materials . . 11/85-5/86
   - Co-op van visits high schools and community colleges 11/85-5/86
   - Establish co-op information center on campus . . . 3/86

5. Articulation of programs
   - Meet with high school and community college personnel 2/86-6/86

6. Employer development, International placements 2/86-6/86

V. Construction

Develop concept plan 9/85
Concept plan approved by Board of Trustees 10/85
Concept plan approved by Board of Higher Education . 12/85
Selection of architect 3/86
Architect meets with Planning Committee 3/86-5/86
Final proposal submitted by architect 6/86

VI. Evaluation

Solicit recommendations for consultants . . . 10/85-12/85
Interview consultants and hire 1/86-2/86
Consultants review evaluation plan 2/86-4/86
Final evaluation plan approved by DHE 5/86

1. Development of Management Information System
   Hire computer programmer/research associate - 12/85-1/86
   Define data elements and begin programming - 2/86-6/86

2. Formative evaluation
   A) Quantitative - Report due 7/1/86
   B) Qualitative - Report due 7/1/86

3. Summative Evaluation
   A) Presidents' view of institutional change
      Select visiting panel 1/86-2/86
      Team visit 4/86
      Report on visit 6/86
   B) Measurable objectives
      Meet with consultants and programmer to establish procedures for data collection 1/86-2/86

1986-1987

I. Faculty Development

1. Faculty Awareness
   All-College meeting, review progress, President . . 9/86
   All-College Senate meeting on co-op, Academic Vice President 10/86
   Distribution of evaluation reports to Departments 10/86
   Presentation by faculty from other schools . . . 11/86
   All-College Senate meeting on co-op, Academic Vice President 5/87

2. Training of faculty to work with students in field placements.
   Meet with faculty from last year to make changes in workshop format 9/87
   Forty-five faculty attend three-day workshop in Boston 10/86, 2/87, 3/87

3. Training to teach Career Dimensions
   Faculty teaching the course meet monthly . . 9/86-5/87
   Faculty make recommendation for change in course
     and training program 4/87
   Selection of faculty for training 4/87
   Develop training materials 5/87
   Conduct one week training program, 12 faculty . . 6/87

II. Curricular Revisions

1. Hiring of new personnel
   Hired 6/86; began 9/86 . . . . . 9/86-6/87

2. Develop work orientation course, Career Dimensions
   Faculty teaching the course meet monthly . . . 9/86-5/87
   Faculty make recommendations for changes
     in course 4/87

3. Definition of co-op experience in each major
   Departments discuss and develop final proposal with
     consultants/visiting faculty 11/86-3/87
   Proposals submitted to Dean(s) 5/87

4. Development of department seminars (completed. . . 5/86)

5. Revision of major courses to include career-related
   topics
   Departments continue to re-write syllabi. . . 9/86-3/87
   Revised course syllabi submitted to Dean(s) 5/87

III. Support Services

1. Personnel
   Evaluate and reappoint present personnel . . 10/86-12/86
   New personnel assume positions 7/86

2. Portfolio and job placements 7/86-6/87
   Goal for 1986-87, 450 placements
   Job developers make presentations at high schools
     and community colleges 7/86-6/87

3. Career counseling and advising 7/86-6/87

IV. Outreach

1. Personnel
   Evaluation and reappointment of Media Specialist
     and Graphic Artist 10/86-12/86

2. Production of print and non-print materials
   Co-op Education newsletter . . . 7/86, 11/86, 2/87, 5/87
   Recruitment brochures and posters 7/86, 8/86
   Advertising copy for publications 9/86
   Videotape productions 7/86, 8/86
   Radio commercials 9/86, 3/87-5/87
   TV commercials 3/87-6/87

3. Scholarship Development
   A) Scholarship Committee
      Review and change guidelines 9/86, 10/86
      Mail information to prospective students. .11/86-3/87
      Review applications and make awards 3/87-6/87
   B) Fund raising
      Develop fund raising materials 8/86, 9/86
      Personal contact with corporations . . . 10/86-6/87
      Annual Development Fund Dinner 4/87
      Annual Co-op Dinner 5/87

4. Student Recruitment
   Review new print and non-print materials 10/86
   Co-op van visits high schools and community
     colleges 9/86-6/87
   Co-op Information Center used for
     presentations 9/86-6/87

5. Articulation of programs
   Meet with high school and community college
     personnel 9/86-6/87

6. Employer Development, international placements
     continue to explore possible placements. . 7/86-6/87
   Information meeting for interested students . . 6/87

V. Construction
Develop final plans with architect and State
  Department for construction 7/86-12/86
Let bids for construction 1/87-2/87
Select contractors and begin construction . . . 3/87-4/87

IV. Evaluation
1. Develop management information system . . . 7/86-6/87

2. Formative evaluation
   A) Quantitative
      Review report from last year, modify
        Operational Plan 7/86
      Report due 8/87
   B) Qualitative
      Meet with consultants to develop procedures
        and instruments 7/86-8/86
      Report due 8/87

3. Summative Evaluation
   A) President's view of institutional change
      Review report from first team visit and
        make changes for next visit 7/86
      Second team visit 5/87
      Report due 6/87

B) Measurable objectives

Analyze data 5/87-6/87
Report due 8/87

1987-1988

I. Faculty Development

1. Faculty Awareness

All-College meeting to review progress, President . 9/87
All-College Senate meeting to review evaluation reports, Vice President 10/87
Distribution of evaluation reports to departments 10/87
Half-day faculty workshop to discuss areas of concern by faculty 11/87
Summary meeting with All-College Senate, Vice President 5/88

2. Training faculty to work with students in field placements

Meet with faculty from last year to make changes in workshop format 9/87
Forty-five faculty attend three-day workshop in Boston 10/87, 2/88, 3/88

3. Training to teach Career Dimensions

Faculty teaching the course meet monthly . . 9/87-5/88
Faculty make recommendations for change in course and training program 4/88
Selection of faculty for training 4/88
Develop training materials 5/88
Conduct one-week training program, 10 faculty . . 6/88

II. Curricular Revisions

1. Personnel

Continue with present personnel 7/87-6/88

2. Work orientation course, Career Dimensions

Course taught both semesters 9/87-5/88
Faculty meet monthly to discuss course . . 9/87-5/88
Faculty review course evaluation data and make needed changes 6/88

3. Definition of co-op experience in each major

Departments review and revise, if needed . 2/88-4/88

III. Support Services

2. Portfolio and job placements

Goal for 1987-1988, 600 placements 7/87-6/88
Job developers make presentations at high schools and community colleges 7/87-6/88

3. Career counseling and advising 7/87-6/88

IV. Outreach

2. Production of print and non-print materials
   - Co-op Education newsletter 10/87, 4/88
   - Recruitment brochures and posters 7/87, 8/87
   - Advertising copy for publications 9/87
   - Videotape production 7/87-8/87
   - Radio commercials 9/87, 3/88-5/88
   - TV commercials 9/87, 3/88-5/88

3. Scholarship Development
   - A) Scholarship Committee
     - Review and change guidelines 9/87,10/87
     - Mail information to prospective students 11/87-3/88
     - Review applications and make awards . . 3/88-6/88
   - B) Fund raising
     - Develop fund raising materials 8/87, 9/87
     - Personal contact with corporations . . . 10/87-6/88
     - Annual Development Fund Dinner 4/88
     - Annual Co-op Dinner 5/88

4. Student recruitment
   - Review new print and non-print materials 10/87
   - Co-op van visits high schools and community colleges 9/87-6/88
   - Co-op Information Center used for presentations 9/87-6/88

5. Articulation of programs
   - Meet with high school and community college personnel 9/87-6/88

V. Construction

Continue with building

VI. Evaluation

1. Develop management information system correct problem areas in program 7/87-6/88

2. Formative Evaluation
   - A) Quantitative
     - Review report from last year, modify Operational Plan 7/87
     - Report due 8/88
   - B) Qualitative
     - Meet with consultants to review data and make changes in program 7/87, 8/87

3. Summative Evaluation
   - A) President's view of institutional change
     - Review report from last team visit and make changes for next visit 7/87
     - Second team visit 3/88

Report due 6/88
B) Measurable objectives
Analyze data 5/88-6/88
Report due 8/88

July 1, 1988 - December 31, 1988

I. Faculty Development
1. Faculty Awareness
Distribute Evaluation Report to departments . . . 9/88

2. Training of faculty to work with students in field placements
Completed 6/88

3. Training to teach Career Dimensions
Completed 6/88

II. Curricular Revisions
1. Completed 6/88

III. Support Services
2. Portfolio and job placements
Goal for 1988-1989 is 750 placements 7/88-6/89
Job developers make presentations at high schools and community colleges 7/88-6/89

3. Career counseling and advising 7/88-6/89

IV. Outreach
2. Production of print and non-print materials
Co-op Education newsletter 10/88, 4/89
Recruitment brochures and posters 7/88, 8/88
Advertising copy for publications 9/88
Videotape production 7/88, 8/88
Radio commercials 9/88, 3/88-5/88
TV commercials 9/88, 3/88-5/88

3. Scholarship Development
A) Scholarship Committee
Review guidelines 9/88, 10/88
Mail information to prospective students 11/88-3/88
Review applications and make awards . . . 3/88-6/88
B) Fund raising
Develop fund raising materials 8/88, 9/88
Personal contact with corporations . . . 10/88, 6/88
Annual Development Fund Dinner 4/89
Annual Co-op Dinner 5/89

4. Student Recruitment
   Review new print and non-print materials 10/88
   Co-op van visits high schools and community colleges 9/88-6/89
   Co-op Information Center used for presentations 9/88-6/89

5. Articulation of programs
   Meet with high school and community college personnel 9/88-6/89

V. Construction
Career Development Center completed 9/88
Co-op Dormitory completed 11/88
Students move into dormitory 1/89

VI. Evaluation
2. Formative Evaluation
   B) Qualitative
      Meet with consultants and make changes in format 7/88, 8/88
      Third team visit 3/89
      Report due 2/89

3. Summative Evaluation
   A) President's view of institutional change
      Review report from last visit and make changes for next visit 7/88
      Report due 3/89
   B) Measurable objectives
      Analyze data 1/89, 2/89
      Report due 3/89

APPENDIX C

OUTSIDE REVIEW PANEL REPORT

VISITING PANEL REPORT

TO

PRESIDENT WILLIAM J. MAXWELL

JERSEY CITY STATE COLLEGE

JERSEY CITY, NEW JERSEY

DR. EVELYN M. DAVILA

MR. PRESTON J. EDWARDS

DR. YVONNE WALKER-TAYLOR

FEBRUARY 16, 1989

INTRODUCTION

With our initial visit on April 2, 1987 to Jersey City State College the three member Challenge Grant Visiting Panel, appointed by President William Maxwell, undertook a commitment to conduct an annual three year external assessment on the progress of the college in meeting the goals and objectives of the $5.7 million Governor's Challenge Grant for Cooperative Education.

The primary objective of the program, broadly stated, is ". . . to transform the school into a full cooperative education experience, offering the premier cooperative education option for New Jersey students. JCSC will establish a strong and widely recognized identity as the best college option in the state for cooperative education. To achieve this mission the college will infuse every academic discipline, including the Liberal Arts, with the cooperative education experience."

For the past three years the Visiting Panel has had the opportunity to observe how an exciting and innovative idea, coupled with genuine commitment and appropriate resources, has become a reality. As we stated in our first report to President Maxwell, "institutional change does not come easy . . . ," but much to our satisfaction we have been able to witness that it is possible.

On the initial visit, we addressed the issue of transforming the school into a full cooperative education experience; we noted a certain level of disquiet and discontent among faculty. There was concern with the impact of the proposed changes on the

college and how it would be perceived by the education community. The Liberal Arts faculty, in particular, were concerned that the mission of the college would be abandoned should the institution go overboard in its co-op programs.

In our second review, conducted on May 10, 1988, we found considerable change in faculty perceptions and attitudes. The co-op program was viewed as able to attract more students to the Liberal Arts because of the applied learning component which had been added to their academic experience. The faculty felt more comfortable with the fact that the co-op process was academically driven and that each department had responsibility for defining the co-op experience as it applied to their area. In an effort to continue faculty involvement, this past year a Faculty Task Force on Strengthening the Liberal Arts was established to look at the ongoing relationship between Liberal Arts and Cooperative Education.

It is to the administration's credit that the manner in which the changes have been implemented have served to allay faculty concerns and misgivings. In general, an open communication policy and faculty and staff involvement have contributed to a significant increase in faculty support, changes in attitude and a better understanding of the cooperative education program, and its place in the curriculum of Jersey City State College.

CURRENT OBSERVATIONS

The Visiting Panel's third review was conducted on February 16, 1989. As we had done in previous years we started our meetings with members of the administration, then proceeded to meet with students and faculty from various departments, and the cooperative education staff. A luncheon discussion was held with the President, Chairperson of the Board of Trustees, various key administrators, faculty, and staff. In the afternoon we toured the dormitory and the co-op facilities, and met with employers of cooperative education students and former co-op students who took time from their employment to come to JCSC and meet with the Visiting Panel. These students enthusiastically reported on their co-op experience and attributed much of their success to the co-op program. The reported experiences of students, as well as the presence and interest of the employers, are clear indicators of their commitment and support and attest to the quality and credibility of the program.

We noted significant progress in the education community's awareness of the Cooperative Education program at JCSC. An invitation has been extended to JCSC this year to nominate a person to serve on the editorial board of the Journal of Cooperative Education. This Journal is nationally recognized and is published by the Cooperative Education Association located at Indiana State University. Membership on this board will bring to JCSC the important recognition it strives to achieve as a nationally recognized identity in the field of co-op education.

In addition, various colleges have contacted JSCS and have expressed interest in having faculty members visit and review the co-op program that is now being implemented. Several requests have also been extended to JCSC to present information at national conferences on the co-op program. Also significant is the key role JCSC has played this year in establishing the Economic Development Council of Hudson County, a partnership with colleges and the corporate sector.

For purposes of this review the panel requested and received evaluative data on the eight measurable objectives proposed in the Challenge Grant. These objectives had been addressed in the Visiting Panel's second year report to President Maxwell and we were interested in reviewing the progress made in the last year. The information provided was prepared by Dr. Linda Lyons, Director of Institutional Research at Jersey City State College. Included here is a summary of the information and is taken directly from the report by Dr. Lyons, Outcomes of the Grant-Funded Cooperative Education Program: System Development and Summative Evaluation Data. This information is included in our report as it addresses directly our previous review and discussion of the progress made by JCSC in meeting these objectives.

Objective #1: Did the College increase its enrollment from outside its traditional service area as a result of the transition to a full co-op education program? Recent geographic distributions were compared with those of previous years to determine if the College had enrolled a greater proportion of

freshmen from areas outside Hudson County, the traditional service area. Results showed that, during the second and the third years of the grant-funded Co-op Program, smaller proportions of full-time freshmen were local residents; greater proportions, out-of-county residents. With the availability of newly constructed dormitory facilities which were ready for occupancy in January 1989, it is anticipated that an even greater number of out-of-county students will enroll at the College in subsequent years.

Objective #2: Did the College achieve a marked improvement in its retention rate? Retention data for recent freshman entrants were compared with those of previous freshman groups to assess improvement in student retention. Findings showed that retention rates for the target groups were not substantially higher than for previous freshman groups. In view of the fact that retention, particuularly for the urban college population, is a multidimensional issue, it is likely that the full impact of the Co-op Program on retention will be greater in subsequent academic years.

Objective #3: Did the College achieve a marked increase in the number of non-traditional students in its incoming class? The distribution of recent freshmen by age and attendance status was compared with the distribution in previous years to assess change in non-traditional student enrollment. Results showed that in the third grant-funded year, there was an increase in the part-time freshmen enrollment and in the proportion of part-time freshmen over age 25. These findings show that there has been an

increase in non-traditional enrollments at the College during the grant-funded period.

Objective #4: Did the College's student body achieve improvement in its in-school academic performance? The grade point average (GPA) distribution for recent freshmen was compared with the GPA distribution of previous freshman groups to assess improvement in academic performance. Findings indicated that the academic performance of full-time freshmen improved substantially during their second and third years at the College. These gains over time surpassed those of previous freshman comparison groups.

Objective #5: Was a marked improvement seen in the academic index of the incoming class? Data compiled by the Admissions Office showed that the academic index has increased each year subsequent to the Co-op baseline year. These gains show that the academic index objective has been met for the grant-funded years.

Objective #6: Did the College succeed in expanding its employer portfolio by 200 new firms each year? The Cooperative Education Office has maintained records of job placements that were made each semester. Placements in recent academic years were compared with those in the baseline year to determine if the College has expanded its employer portfolio by 200 new placements each year. Results showed that the number of Co-op job placements increased from 206 in 1985-86, to 418 in 1986-87, to 638 in 1987-88. Although it was not feasible to assess all 1988-89 job placement records at the time this report was prepared, previous records provide ample evidence to indicate that the employer portfolio objective was met for the first two grant-funded

academic years.

Objective #7: Did the College's graduates achieve greater post-graduate success as a result of the program? Follow-up measures have been implemented by the Office of Career Planning and Placement to assess post-graduate activities. Employment records for recent graduates were compared with those of previous baccalaureate degree recipients to assess post-graduate success. Follow-up data indicated that the vast majority of all recent graduates were employed. However, there was an increase in the proportion of Co-op participants who reported their job to be highly related to the academic major. With expanded Program participation for future graduates, it is likely that the Co-op Program will enhance post-graduate success to an even greater extent in subsequent years.

Objective #8: Did the College achieve a strong and focused image as the state-of-the-art cooperative education school, offering the best option for career oriented, non-traditional students? Annual surveys of the New Jersey education constituency have been conducted to obtain image-assessment measures over time. Additionally, surveys of entering freshman groups have been conducted annually to assess the effect of media advertisements on the students' decisions to enroll at the College. In this latter regard, Co-op media advertisements have had an increasingly favorable effect on student decisions to attend Jersey City State College. With regard to the image-assessment studies, comparative data showed favorable change over the three-year period. There has been an increase in the propor-

tion of educators who reported a familiarity with the College and with advertisements placed in electronic media.

As we review the progress made these past three years and the enthusiasm and support of faculty and students for the co-op experience, as well as the completed construction of the new dormitory and the cooperative education center, it is our opinion that Jersey City State College has successfully implemented the Challenge Grant activities and effectively met its objectives and goals.

We commend the efforts of President Maxwell and the members of his administration in responding to the growing need among the urban student population it serves for career preparation during undergraduate years. We also commend them for their attention and commitment to the successful implementation of the Challenge Grant activities as a response to this need.

We also want to mention in this final report how impressed the Visiting Panel has been with the dedication and professionalism of the staff in the cooperative education department. Their ability to deal effectively with and their sensitivity to the various players involved: the faculty, students and employers, has contributed greatly to the success of this effort.

With respect to future activities, we offer the following observations.

First, the college should consider making co-op assignments earlier. We were told that there are efforts underway to evaluate the possibility of allowing students to do their co-op in the sophomore year. We support this effort and believe it

would be of particular benefit in a discipline such as education. It would expand the philosophy of co-op as a learning experience and may serve to shift a career focus. Students may discover what they are not interested in pursuing.

Second, continue to stress the hands-on aspects of faculty involvement. Because of their direct contact with students faculty are in many cases the only adults on campus that can provide career/academic information to students. They can be advocates for a co-op education experience as being beneficial for future career plans.

Third, expand job market to out-of-state as well as to international opportunities. The number of foreign students at JCSC would make this within the realm of immediate possibility. Many of these students can be trained to serve as job developers.

Fourth, explore the possibility of expanding the number of visiting faculty on loan to the college for a semester or year from the world of business.

Finally, continue to pursue the establishment on campus of a research and applied learning center for business as a data bank for information about employment, urban issues, and career trends.

In conclusion, the Visiting Panel feels optimistic about the continuous progress and the efforts by Jersey City State College to make Cooperative Education the central theme of its academic program. We feel honored to have been a part of this vision.